

CRITERIA FOR THE EVALUATION OF ADMINISTRATORS

The criteria listed below shall be used to evaluate all administrators in the school district except the Superintendent. The positions include principals, assistant principals, assistant superintendents, director of personnel services, and administrative assistant.

For each criteria a list of “indicators” is provided as observable components. It is not intended that each administrator shall be rated on each “indicator.” Rather the “indicators” shall serve as a guide to both the evaluator and person being evaluated in reaching composite judgments for the criteria.

I. OPERATIONAL MANAGEMENT

1. Clearly identifies, defines, and communicates routine procedures and processes.
2. Carefully establishes and communicates expectations of and for staff members under his/her supervision.
3. Deals promptly and effectively with daily problems that arise.
4. Accomplishes the day-to-day management and supervisory functions effectively.

II. PLANNING

1. Utilizes both short and long range planning.
2. Sets well defined goals and objectives which are understood by those whom they affect.
3. Anticipates needs and implements a plan of action to meet them.
4. Communicates needs and motivates others to participate in developing appropriate action.
5. Clearly establishes purposes and coordinates means toward their accomplishment.
6. Adapts plans in response to others reactions and suggestions.

III. ORGANIZING

1. Organizes the staff in a manner which results in their coordinated efforts to accomplish educational purposes.
2. Utilizes time, efforts, and resources effectively.
3. Divides and delegates tasks and responsibilities effectively in order to create an operating unity.
4. Meets obligations and responsibilities promptly and efficiently.

IV. DECISION-MAKING

1. Seeks out and utilizes staff ideas, concerns, and suggestions.
2. Uses the group process for reaching important decisions.
3. Selects options or choices from among a well-defined set of competing alternatives.
4. Makes decisions which protect or promote the interests of students, parents, and staff.

V. LEADERSHIP

1. Keeps his/her operation effective and efficient through personal motivation.
2. Stimulates the imagination and creativity of others.
3. Encourages others to initiate ideas.
4. Supports through personal and material means the ideas initiated by others.
5. Exercises positive influences on those with whom he/she works.
6. Inspires harmonious working relationships.

VI. MORALE-BUILDING

1. Works for the creation of positive relationships between and among those with whom he/she is associated.
2. Creates a positive environment in which each person feels he/she is a worthy and contributing member of the organization.
3. Creates and maintains a physical environment which is pleasing and sufficient to the needs of the group.
4. Fosters a sense of personal value and security.
5. Establishes procedures and avenues to resolve conflict or problems.
6. Is aware and responsive to the morale needs of those with whom he/she works.

VII. COMMUNICATING

1. Communicates clearly, regularly, and precisely.
2. Provides an open environment for communication.
3. Communicates the goals, purposes, expectations, and actions taken to all persons affected.
4. Communicates promptly and with sufficient time so that others are able to respond appropriately.
5. Uses the skills of listening in order to understand the perceptions and needs of others.

VIII. COORDINATING

1. Synchronizes the efforts of all persons toward their cooperatively developed goals.
2. Avoids duplication of effort.
3. Develops team work.
4. Provides the means for the coordination of program development and implementation.

IX. EVALUATING

1. Demonstrates an understanding of the evaluation process and possesses the requisite skills to offer constructive criticism.
2. Establishes and communicates the criteria that will serve as the basis for evaluation.
3. Evaluates on a systematic and continuing basis the total scope of service or program.
4. Uses self-evaluation to improve personal performance.
5. Uses evaluation to contribute to the improvement of personnel performance.
6. Uses evaluation to improve program.
7. Communicates the findings of the evaluation process in clear and precise language.
8. Uses procedures for the broadest participation in determining strengths and new directions.

X. INTERPERSONAL RELATIONSHIPS

Indicators as listed for teaching staff criteria

XI. PROFESSIONAL GROWTH AND DEVELOPMENT

Indicators same as listed for teaching staff criteria except item #6 changed to read "Initiates and participates in the development and maintenance of building policies and procedures."